

## Relationships & Sex Education Policy (England)

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| <b>Policy Code</b> QSC/67  | <b>Authorisation Date</b> September 2024 | <b>Next Review Date</b> September 2025 |
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| <b>Associated Documents</b><br>Safeguarding & Child Protection Policy<br>SMSC Policy |  |  |

### 1. INTRODUCTION

- 1.1. Education in OneSchool Global UK (OSG UK) Campuses is delivered at all times within the published ethos of the school:
  - 1.1.1. At OneSchool, we are committed to a culture where students are encouraged to develop their full potential and acquire the discipline of learning how to learn while upholding Christian teachings and beliefs.
  - 1.1.2. The truth and authority of the Holy Bible and strong family values underpin the commitment of the school to provide quality in every facet of education – curriculum, teachers, facilities, management, and discipline – in a safe and caring environment.
- 1.2. OSG UK Campuses are registered as schools with a religious character (Plymouth Brethren Christian Church), this designation is espoused in the ethos of the Campuses and not in the curriculum delivered in the Campuses.
- 1.3. Teachers employed in OSG UK Campuses are not required to be of the designated Church but are required to subscribe to the ethos of the school, consequently teachings of the Church in relation to human relationships, sex and sexuality are not part of the school curriculum.
- 1.4. OSG UK recognises its responsibility to prepare students for adult life in conjunction with parents as the primary educators.
- 1.5. OSG UK Campuses deliver Relationships Education and Relationships and Sex Education with regard to published statutory guidance from the Department for Education and in accordance with primary legislation set out in the Children and Social Work Act 2017:
  - 1.5.1. Relationship's education is to be provided to all children of compulsory school age receiving primary education in England
  - 1.5.2. Relationships and sex education must be provided to all children of compulsory school age receiving secondary education in England
  - 1.5.3. Pupils must learn about
    - Safety in forming and maintaining relationships
    - The characteristics of healthy relationships
    - How relationships may affect physical and mental health and well-being
  - 1.5.4. The education is appropriate having regard to the age and the religious background of the pupils

## 2. PURPOSE

- 2.1. The purpose of this policy is to provide clear guidance to staff and parents about the delivery of Relationships Education, and Relationships and Sex Education (RSE) in OSG UK Campuses
- 2.2. OSG UK will ensure that RSE is delivered sensitively in an age appropriate and factual way that is consistent with the religious background of the students.

## 3. SCOPE

- 3.1. This policy applies to all staff in all OSG UK Campuses in England, due to the nature of RSE it will be interwoven and mapped across different ages and subjects of the curriculum, for this reason many staff will touch RSE at one point or another. As a result, it is mandatory that all staff read and understand this policy.

## 4. DEFINITIONS

| Term | Definition                          |
|------|-------------------------------------|
| PSHE | Personal, Social & Health Education |
| RSE  | Relationships and Sex Education     |
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## 5. POLICY STATEMENT

- 5.1. In this policy OSG UK, in partnership with Campus Principals, staff, students and their parents, set out their intentions about relationships and sex education (RSE). We set out our rationale for, and approach to relationships and sex education in the school.
- 5.2. This policy has been developed in conjunction with curriculum leaders within OSG UK and has been consulted on with parents of students enrolled at both primary and secondary level. Consultation has included defining what is age-appropriate and what is important to parents to ensure that the school meets its legal obligation to provide relationships and sex education that is appropriate to the age of the students and has due regard to the religious background of the students.
- 5.3. This policy will be disseminated to all staff and will be made available for parents to access either via the school office or the website.

### Defining Relationships and Sex Education

- 5.4. The DfE guidance states that “children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way”.
- 5.5. In primary schools the focus should be on “teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.” This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.
- 5.6. In Secondary schools RSE should “give young people the information they need to help them develop healthy, nurturing relationships of all kinds. It should enable them to know what

a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).”

### **Rationale**

- 5.7. RSE will be firmly embedded in the PSHE framework as it is integral to the physical, spiritual, emotional, moral, social, and intellectual development of students.
- 5.8. All RSE will be in accordance with the ethos and values of OSG UK schools. It will emphasise the central importance of marriage and the family whilst acknowledging that all students have a fundamental right to have their life respected whatever household they come from. It will also prepare students for life in modern Britain.

### **Aims of RSE**

- 5.9. To develop the following attitudes and virtues:
- respect for the dignity of every human being – in their own person and in the person of others.
  - responsibility for their own actions and a recognition of the impact of these on others.
  - recognising and valuing their own sexual identity and that of others.
  - recognising the importance of marriage and family life.
  - fidelity in relationships.
- 5.10. To develop the following personal and social skills:
- making sound judgements and good choices which have integrity, and which are respectful of the individual's commitments.
  - the ability to form friendships and loving, stable relationships free from exploitation, abuse, and bullying.
  - managing emotions within relationships, and when relationships break down, with confidence, sensitivity, and dignity.
  - managing conflict positively, recognising the value of difference.
  - developing self-esteem and confidence, demonstrating self-respect and empathy for others.
  - building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet, and peer groups, and so developing the ability to assess pressures and respond appropriately.
  - being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships.
  - assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.
- 5.11. To know and understand:
- the importance of marriage and family life.
  - the physical and psychological changes that accompany puberty.
  - the facts about human reproduction.

- how to manage fertility in a way which is compatible with their stage of life, including an understanding of the difference between natural family planning and artificial contraception.
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

## 6. OUTCOMES

### Inclusion

- 6.1. OSG UK will ensure RSE is sensitive to the different needs of individual students in respect to students' different abilities, levels of maturity and personal circumstances; and is taught in a way that does not subject students to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

### Equalities Obligations

- 6.2. OSG UK have wider responsibilities under the Equalities Act 2010 and will ensure that our schools strive to do the best for all of the students, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion, or sexual orientation.

### Curriculum

- 6.3. Three aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and sex curriculum within PSHE and the KS3 and KS4 Science curriculum.
- 6.4. Detailed programmes of study will be maintained on Canvas and can be accessed by staff / parent / student login details.

### Teaching Strategies

- 6.5. It is good practice to set out ground rules to help create a safe environment in which students do not feel anxious or embarrassed by ensuring the following:
- teachers/health professionals will not have to answer personal questions
  - no student will be forced to take part in a discussion
  - meanings of words will be explained in a factual way
  - teachers will use distancing techniques to de-personalise discussion and will be given training on how to respond to difficult questions.
  - Teachers will be given training, advice, support and guidance to deliver the curriculum.

### Parents and Carers

- 6.6. OSG UK recognises that parents (and other carers who stand in their place) are the primary educators of their children.

6.7. Where relevant the school will support parents and carers by providing material to be shared with their children at home and workshops to help parents/carers to find out more.

Parents/carers will be informed by letter when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

6.8. Parents will be consulted at every stage of the RSE programme, as well as during the process of monitoring, review, and evaluation. They will be able to view the resources used by the school in the RSE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSE programme to meet their child's needs.

6.9. Parents continue to have the right to withdraw their children from Sex Education except in those elements which are required by the Science curriculum. Should parents wish to withdraw their children they are asked to notify the school by contacting the Campus Principal. The school will provide support by providing material for parents to help the children with their learning.

6.10. **Balanced Curriculum**

Whilst promoting values and teaching in accordance with ethos of OSG UK, we will ensure that students are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues. Students will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE relating to forced-marriage, abortion, the age of consent and legislation relating to equality. We will ensure that students have access to the learning they need to stay safe, healthy and understand their rights as individuals.

- RSE will be delivered as a specific program on a termly basis to each key stage in mixed gender groups where appropriate via OSGAware, our in house safeguarding programme. This is delivered via half day workshops in years 7, 9 and 11 and via PSHE in years 8, 10 and 12.
- RSE will have its own workbook to maintain a record of students' progress through the course for the workshops in years 7, 9 and 11.
- The year group specific RSE program will be delivered under the following workshop headings: Healthy Relationships, Risks Online, and Managing unsafe situations for myself and others.
- RSE workbooks differentiated by year group will be issued to Yrs. 7, 9 and 11 and will demonstrate progress through the course.
- RSE workbooks will contain tasks to assess understanding of the topics discussed in the various workshops.
- RSE workbooks will be retained in campus as a formal record of the students' engagement with the course until the workshops have been completed
- Progress in RSE is supported by the delivery of age-appropriate material, and the presence at each workshop of trained staff who are able to support and assess the students.
- Formal assessment of progress is gained by the students completing an ipsative assessment after each workshop.
- Assessment of PSHE sessions is completed on canvas via assessments where students reflect in scenarios.

### **Relationship to other Policies and Curriculum Subjects**

- 6.11. This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about student safety and is compatible with the OSG UK's other policy documents (for example, Anti-Bullying policy, Safeguarding & Child Protection Policy etc).
- 6.12. Students with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of students.

### **Children's Questions**

- 6.13. OSG UK wants to promote a healthy, positive atmosphere in which RSE can take place. They want to ensure that students can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

### **Controversial or Sensitive issues**

- 6.14. There will always be sensitive or controversial issues in the field of RSE. These may be matter of maturity, of personal involvement or experience of children, of illegal activity or other doubtful, dubious, or harmful activity.
- 6.15. Teachers are in a position of trust and are expected to work within the agreed parameters of this document, the use of ground rules, will help to create a supportive climate for discussion.
- 6.16. Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse.

### **Supporting Children and Young People at Risk**

- 6.17. Children will also need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion, such discussion may lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their students and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse, they are required to follow the school's safeguarding policy and immediately inform the designated safeguarding lead.

### **Confidentiality and Advice**

- 6.18. All CA teams, all teachers, all support staff, all parents, and all students must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.
- 6.19. All lessons, especially those in the RSE programme, will have the best interests of students at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills.
- 6.20. Students will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers should explain to students that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstances they would have to inform others, e.g., parents, Campus Principal, but that the student would always be informed first that such action was going to be taken.

### **Monitoring and Evaluation**

- 6.21. It is the responsibility of the relevant member of SLT to oversee and organise the monitoring and evaluation of RSE, in the context of the overall school plans for monitoring the quality of teaching and learning and its ethos.
- 6.22. The RSE programme will be evaluated regularly in accordance with the whole school policy review cycle. This will include lesson observations and student surveys.
- 6.23. The RSE policy will be reviewed by OSG UK on an annual basis.

### **Responsibility for teaching the Programme**

- 6.24. Responsibility for delivering the specific relationships and sex education programme will in the main rest with specially trained staff and those staff teaching the Science and PSHE programmes. However, all staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for students of good, healthy, wholesome relationships as between staff, other adults, and students. They will also be contributing to the development of students' personal and social skills.

### **Other Roles and Responsibilities Regarding RSE**

- 6.25. OSG UK
- draw up the RSE policy, in consultation with parents and teachers.
  - ensure that the policy is available to parents.
  - ensure that the policy is in accordance with other whole school policies, e.g., SEND, and the ethos of the school.
  - ensure that parents know of their right to withdraw their children.
  - establish a member of the Regional Executive Committee to share in the monitoring and evaluation of the programme, including resources used.
  - ensure that the policy provides proper and adequate coverage of relevant science topics and the setting of RSE within PSHE.
- 6.26. Campus Principal
- takes overall delegated responsibility for the implementation of this policy.
  - has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training in conjunction with the Designated Safeguarding Lead.
- 6.27. All Staff
- RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the well-being of their students. Teachers will be expected to teach RSE in accordance with the ethos of the school. Appropriate training will be made available for all staff teaching RSE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them

## **7. LEGISLATION**

Children and Social Work Act 2017

The Education (Independent Schools Standards) Regulations 2014

**OneSchool Global UK**

**Maidstone Campus**

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Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019  
 Keeping Children Safe in Education September 2024

### VERSION CONTROL

| Policy Code | Date           | Version No. | Nature of Change  |
|-------------|----------------|-------------|---|
| QSC/67      | June 2020      | 1.1         | New Policy  |
|             | September 2021 | 2.0         | Updated Policy, minor changes   |
|             | September 2022 | 3.0         | Updated policy to clarify how RSE is delivered and assessed           |
|             | January 2023   | 3.1         | Updated to include details of OSGAware for delivery of the curriculum |
|             | September 2023 | 4.0         | Policy review with minor changes and clarification                    |
|             | September 2024 | 5.0         | Policy review. No changes   |